

Grade Six

The *Health Framework for California Public Schools* describes the expectations of this grade level:

Students in grades three through six are assuming more responsibility for their own health and well-being. They can benefit from instruction that fosters the development of positive health behaviors and prevention of negative, unhealthy behaviors. Particularly important in these grades is the onset of adolescence, which can begin as early as third grade for some students. Others will develop more slowly. Students at this level begin to become acutely aware of their physical development and the varying rates of development among their peers. In addition, children's orientation to the peer group tends to increase during this age span. Most children experience a growing need to be and feel normal at precisely the time when growth and development vary widely even within the same classroom. Many students are also likely to feel pressure to act grown-up by experimenting with alcohol, tobacco, or other drugs. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs need to be woven throughout the curriculum at this time. (Page 73)

A health education program for students in grades three through six involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthful choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;

- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

Acceptance of Personal Responsibility for Lifelong Health

Standard 1

The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.

Students in grade six who meet this standard will be able to:

- Evaluate the benefits of good personal health habits.
- Describe sources and roles of nutrients in food.
- Set personal fitness goals.
- Identify ways to deal with stress.
- Develop coping strategies to enhance mental health.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a chart describing how their health habits affect their social, mental, and physical health.
- Students will analyze the nutrient composition of a variety of food products, identify major nutrients within similar foods, and discuss nutrient functions.
- Students will plan and participate in a class fitness fair.
- Using a pictorial metaphor, students will demonstrate stressors and stress relievers.
- Students will create a resource list of trusted adults from whom to seek help.

Standard 2 The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.

Students in grade six who meet this standard will be able to:

- Describe the process of disease transmission and infection, including HIV and other STDs.
- Describe how good health habits can affect disease and recovery.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will diagram the course of a disease-causing microorganism and its effects on the human body.
- Students will prescribe positive health habits in prescription format to speed recovery, present them to the class, and explain why these habits will help recovery.

Standard 3 The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.

Students in grade six who meet this standard will be able to:

- React appropriately to potentially dangerous situations.
- Demonstrate how peers can help one another avoid and cope with potentially dangerous situations in healthful ways.
- Describe the physiological and psychological effects of drugs, alcohol, and tobacco.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Student groups will develop a short narrative demonstrating how to react appropriately to dangerous situations and will read it to the class.
- Students will brainstorm typical adolescent problem situations and then individually create responses to deal with the situation in positive, healthful ways.
- Students will design a cartoon showing the physiological effects of drugs, with text describing the psychological effects.
- Students will complete a grid responding to first-aid scenarios and categorize the types of care into self/adult, medical, or emergency.

Respect for and Promotion of the Health of Others

Standard 4 The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.

Students in grade six who meet this standard will be able to:

- Identify skills needed to be a responsible family member.
- Demonstrate ways to support positive family interactions.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will describe the skills demonstrated by a literary character that support being a responsible family member.
- Students will brainstorm common family conflicts and will role-play positive interactions.

Standard 5 The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Students in grade six who meet this standard will be able to:

- Identify characteristics and consequences of both positive and negative friendships.
- Locate and interview a community resource that promotes health.
- Recognize the ways in which the environment can affect health.
- Participate in a communitywide environmental project.
- Demonstrate positive ways to resolve conflicts.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will write about the qualities of a positive friendship and the results of positive friendships.
- Students will conduct telephone interviews with community health organizations and agencies to determine the services offered and the role that each agency plays in health promotion.
- Students will choose a citywide environmental concern and write letters to the appropriate reporting agencies.
- Students will role-play the process of conflict resolution.

An Understanding of the Process of Growth and Development

Key Education Code Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

- §51201.5 *Requires* that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See *Education Code* sections 51240, 51550, 51553, and 51820 for parent notification requirements.)
- §51240 *Ensures* the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.
- §51262 *Encourages* instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.
- §51550 *Requires* that:
- Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.
 - Instructional materials must be available for inspection.
 - Parents and guardians must be given the opportunity to exclude their child from this education.
- §51553 *Establishes* criteria for the course content of sex education to include:
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
 - Failure rates of condoms and other methods of contraception
 - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.
- §51820 *Requires* a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.

§60614 *Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.*

Standard 6

The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Students in grade six who meet this standard will be able to:

- Recognize the physical changes that occur during adolescence, including emerging sexuality.
- Identify the structure of male and female reproductive parts and use correct terminology.
- Understand the impact of tobacco, alcohol, and other substance abuse on the developing fetus during pregnancy.
- Understand the difference between physical development and emotional maturity.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will participate in an experiment with cotton balls and rubbing alcohol in which they observe the amount of oil and dirt on facial skin and relate results to changes that occur in adolescence.
- Students will correctly label diagrams of body parts, including male and female reproductive parts.
- Students will be divided into three groups, and each group will research the effects of alcohol, tobacco, or another drug on the various stages of fetal development.
- Students will categorize specific attributes as results of either physical or emotional development.

Standard 7 The student will understand individual differences in growth and development.

Students in grade six who meet this standard will be able to:

- Understand that the rate of change during puberty varies with each individual.
- Participate in activities that promote a realistic body image.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Student groups will present to the whole class information on specific health topics and how they affect body image (e.g., eating disorders, steroid use, exercise/fitness, and skin care).

Standard 8 The student will understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others.

Although this standard is targeted for grades six through twelve, individual districts may choose to implement this standard earlier in accord with community needs and values.

Students in grade six who meet this standard will be able to:

- Identify appropriate ways to show affection.
- Recognize that abstinence from sexual activity is the healthiest choice for young people.
- Understand the difference between sexual activity and sexuality.
- Understand how to be respectful of the sexuality of others, including personal and social characteristics of sexual harassment.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a list of appropriate ways to show someone they care.
- Students will brainstorm why they should wait to be sexually active and what the benefits are and create a list of the top 10 reasons.
- Students will discuss evolving changes in sexuality (including sex roles, societal norms, changing expectations) and similarities between the two sexes.

Informed Use of Health-Related Information, Products, and Services

Standard 9 The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.

Students in grade six who meet this standard will be able to:

- Distinguish health concerns that they can manage on their own from those that require professional care.
- Use a product label to determine whether the product is helpful or harmful to their health.
- Identify services and resources that may be beneficial to their health.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- In pairs, students will examine labels of food products and display products from less healthful to more healthful.
- Students will review scenarios of individuals with various health-related conditions and find available health services in their community to meet their needs.
- Students will develop a list of web site addresses for organizations that provide reliable health information.